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ABSTRACT

This teacher's guide correlates with the Public Broadcasting Service (PBS) television series "In the Footsteps of Alexander the Great" hosted by historian Michael Wood. The four episodes of the series are entitled: "Son of God"; "Lord of Asia"; "Across the Hindu Kush"; and "To the Ends of the Earth." The guide consists of four core units related to each of the four episodes and contains episode descriptions and suggested discussion questions teachers can use to emphasize and review points discussed in the episodes. Each unit contains an extensive core activity correlated to the national standards for each discipline, series segment viewing suggestions, suggested activities to extend or go beyond the core activity, and student worksheets that can be downloaded from the PBS web site and printed. (BT)

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ED 427 990

"IN THE FOOTSTEPS OF ALEXANDER THE GREAT"

PBS Series

Teacher's Guide

http://www.pbs.org/mpt/alexander/

1998

SO 029 438

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Materials in this Guide

Episode descriptions and suggested discussion questions you can use to emphasize and review points discussed in each of the four episodes

Four core units related to each of the four episodes:

Son Of God This unit examines Alexander not only as part of an ancient culture and its religious beliefs, but also as a source for myth and legend in modern cultures, through the focus of his visit to the oracle at Siwa. (social studies, culture)

Lord Of Asia This unit centers on the geography of Alexander's conquests through an in-depth look at the Zagros Mountains and their place in Alexander's campaign, giving students a chance to explore the connection between geography and historical events. (social studies - geography)

Across The Hindu Kush This unit explores the science and mathematics behind Alexander's army and its accomplishments (science, mathematics).

To The Ends Of The Earth This unit looks at the perplexities of Alexander's death from the perspective of both the journalist and the "official spokesperson" (language arts).

Each unit contains an extensive core activity correlated to national standards for each discipline, series segment viewing suggestions, suggested activities to extend or go beyond the core activity, and student worksheets you can download and print.

Episode Description: Son Of God

This episode follows the route of the 21-year-old Alexander the Great and his crack army as they embark on a mission of revenge to invade Asia and overthrow the Persian Empire. The series begins as historian Michael Wood starts his quest to retrace the footsteps of this enigmatic leader by journeying from northern Greece into Turkey, where, in 334 and 333 B.C., Alexander visited Troy, disbanded his boats, marched along the seacoast, and then, in a famous story, cut the Gordian Knot. At Issus, on the Syrian border, Alexander routed Persian leader Darius and then marched south through Lebanon. The episode continues as Wood follows

Alexander's route to Tyre, then on to Gaza in Palestine to learn about Alexander's impact on the Islamic world. Wood's modern-day trek continues across Egypt, where Alexandria founded the first of many towns named after him -- Alexandria -- and across the desert to Siwa, where the oracle proclaimed him "son of God." As the episode concludes, Alexander prepares to strike at the heart of the Persian Empire, today's Iran.

As he travels, Wood tries to separate the true Alexander from the mass of stories, myths, and legends that surround this complex man who once studied under Aristotle: Did self-destructive madness turn him into a mass murderer or was he a political visionary on an heroic search for glory?

Discussion Questions:

1. Why do you think the tales and legends of Alexander are still part of some cultures?
2. For what reason did Alexander decide to attack Persia?
3. Of what symbolic importance was Alexander's visit to Troy?
4. What did Alexander's march along the seacoast show about this leader?
5. Describe the differences between Arrian and Curtius -- Wood's primary sources for information about Alexander.
6. Compare and contrast the battle at Issus and the siege at Tyre.
7. How would you describe Alexander's vision for his newly-founded Egyptian city Alexandria?
8. What part did the gods play in Alexander's life?

Core Unit: Son Of God

In this activity, students will:

1. Use the Internet and/or printed accounts as a resource to investigate Alexander's visit to the oracle at Siwa in Egypt.
2. Compare sources to obtain information about this event.
3. Write a description of this visit, incorporating references from their investigation, showing an understanding of the key points of this event and inferring what it says about Alexander and the culture in which he lived
4. Create a modern day legend or myth about Alexander the Great.

This activity is correlated to the following national educational standards:
From the National Council for the Social Studies performance expectations:

Social Studies should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can: interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.

From the National Center for History in the Schools:
The student understands Alexander of Macedon's conquests and the interregional character of Hellenistic society and culture. Therefore, the student is able to assess the character of Greek impact on Southwest Asia and Egypt in the fourth and third centuries and the influence of Greek, Egyptian, Persian, and Indian cultural traditions on one another.

For this activity, you will need:

- A television with monitor and VCR
- A video copy of the first episode of Michael Wood's "In the Footsteps of Alexander The Great", Son of God
- Computers with Internet access
- Copies of student worksheets 1A and 1B
- Optional: Copies of Michael Wood's text describing the events at Siwa

Note to teachers: If this access is not available, you can visit the web sites yourself and print out the information they contain for your students. This activity should take approximately three 45-minute class periods.

Background

To the Greeks at the time of Alexander, the gods and goddesses were as much a part of everyday life as their friends and family: they took human forms, showed human feelings; and lived in much the same manner as did ordinary mortals. These powerful and immortal figures arrayed themselves in a very hierarchical structure, led by Zeus, in concert with his wife, Hera. Ten others joined this couple as the chief gods; they included Hephaestus, Athena, Apollo, Artemis, Ares, Aphrodite, Hestia, Hermes, Demeter, and Poseidon. The Greeks believed that the gods completely controlled their lives, punishing them severely for being too prideful or too ambitious, for example. Following Alexander's death, this belief system gradually changed, but, for Alexander, these Olympians still held great sway over his life. To determine the will of the

gods, people at the time would consult oracles, who were believed to give advise and answer questions through divine inspiration. Greeks also gave great credence to omens, or physical events they felt expressed the will of the gods. In fact, the omens guided many parts of Alexander's campaign, including his final decision to stop his campaign at the Beas River in India.

Part of Alexander's motivation to strike out against the Persians was Xerxes' destruction of Greek temples dedicated to the gods. He shared this vengeful passion with the Egyptians, whose gods, including Ammon (their chief deity) had been defiled by the Persians.

Core Activity

At approximately 47 minutes into Michael Wood's first episode in the series, Wood visits Siwa to examine the story of Alexander's visit to the oracle there. This segment lasts about 7 minutes, and would be useful to introduce this activity to your students. As they view this segment, they can gather clues about the way in which Alexander and his culture viewed their gods and goddesses, as well as start to explore the details of this event.

Explain to students that Alexander, like many of his culture, often asked advice from oracles when they had important decisions to make, so Alexander's visit to the oasis of Siwa was not unexpected. However, the story of the oracle at Siwa still raises questions in historians' minds: did the oracle proclaim Alexander the son of God on purpose or through a slip of the tongue? In addition, what significance does this event have in telling us about the life and times of Alexander the Great? To form their own opinion on these two issues, they will look at a variety of resources that describe this event.

To do this, they will visit a number of web sites and/or review different sources you have printed from these sites. They include:

Plutarch's translated description of this event:

- http://web.reed.edu/academic/departments/classics/PlutAlexOnDiv.html
- http://classics.mit.edu/Plutarch/alexandr.html
- http://www.1stmuse.com/alex3/egypt.html

Diodorus' translated description of the event:

- http://hydra.perseus.tufts.edu/cgi-bin/text?lookup=diod.+17.49.2&word=alexander

Thomas Martin Overview of Archaic and Classical Greek History

- http://hydra.perseus.tufts.edu/cgi-bin/text?lookup=trm+ov+16.11&word=alexander

Other sources:

- http://spidey.cs.rit.edu/~bvs4997/faq/13.3.html#d
- http://www.greece.org/alexandria/alexander/Pages/alexandros.html
- http://interoz.com/egypt/macdyn01.htm
- http://wso.williams.edu/~junterek/egypt.htm

You can bookmark these sites on individual computers, or list them on a blackboard for the class to consult. As they visit each site, they should record the details they uncover on worksheet 1A. Explain that Plutarch (first century A.D.) and Diodorus (first century B.C.) had a unique perspective on these events that modern authors cannot duplicate, and suggest that they consult at least one of these historians in their research.

As they gather the information they need, students should complete their worksheet and share the results with small groups or the entire class. Using this sheet as a reference, students should write a three-to-five paragraph report outlining the key points of Alexander's visit to the oracle at Siwa, and relating what they think this event tells them about Alexander, his culture, and its belief system.

Using worksheet 1B, students should then read about the Alexander myths that are still a part of today's world cultures, and assimilate the tenor and tone of these legends to create their own myth or legend about Alexander the Great. Legends can be presented orally, in writing, or through art work.

Going Beyond the Core Activity

Tufts University's Perseus project at http://www.perseus.tufts.edu/ contains a wealth of artifacts showing images from this time, including a sculpture that shows a representation of the Egyptian god Ammon. Encourage your students to survey some of these images by searching the site using key words such as "Ammon," "Zeus," and "Alexander."

Today people are sometimes superstitious about certain occurrences such as a black cat walking in front of their path. Does your class feel this relates in any way to the way the Greeks viewed omens such as the two crows flying overhead that convinced Alexander that the signs were right for him to go on to Siwa?

Another event that contributed to the myths about Alexander was his cutting of the Gordian knot. In the first episode of Michael Wood's "In the Footsteps of Alexander the Great" he visits the site where this event happened. You can find it on the tape at approximately 26 minutes after the episode starts; the segment lasts approximately 3 minutes. You could use this segment to introduce your students' work in creating their own legend or myth about Alexander. Another segment in Episode 4: To the Ends of the Earth might also be used for this purpose. It begins at approximately 4 minutes from the beginning of the program and last approximately 2 minutes. It tells the story of the Kalash, who claim to be direct descendants of Alexander's army.

Students could compile a dictionary of Greek mythology consulting Internet sources such as the following:

- http://www.webcom.com/shownet/medea/bulfinch/welcome.html
- http://www.geocities.com/Athens/Olympus/7696/central.htm

Of particular interest might be the gods and goddesses to whom Alexander often built altars during his conquest, including Nike, Athena, and Dionysus.

Son Of God: Student Worksheet 1a

Name _____Date_____

I have chosen the following sites to visit to learn more about Alexander's visit to the oracle at Siwa:

Site 1: _____
Site 2: _____
Site 3: _____

Record the details you discover at the first site in the first column. Use the second and third columns to record additional details you discover at the other two sites you visit.

Site One Details	Site Two Details	Site Three Details

Son Of God: Student Worksheet 1b

Name _____Date_____

Alexander the Great in Myth and Legend .
Reprinted with permission from "In the Footsteps of Alexander the Great",
Michael Wood, University of California Press, c 1997

"There are over 200 different Alexander epics and poems in medieval European languages alone, surviving in literally thousands of manuscripts; for example, in Russian, Polish, Old French, Czech and Serbian. In Jewish tradition, Alexander is nothing short of a folk hero. There is a medieval German Alexander epic, an Icelandic Alexander saga, and an Ethiopian Alexander romance. By the mid-fourteenth century, the tale had even reached Mongolia, where Alexander appears as an almost supernatural predecessor of Genghis Kahn. You can find him depicted as one of the four kings on the standard French pack of playing cards; you will find the map of his empire on every Greek school map, and every taverna wall; he's on Sicilian carnival carts, Ethiopian bridal cloths, Byzantine church murals, and on paintings from Moghul India."

"There is an old rhyme still repeated by Greek fishermen in the Aegean Sea. It can happen at any time, they say, whether the sea is calm and sunny, whether squalls or a storm are coming up. A mermaid appears in the water by the boat searching for her lost brother, Alexander, and asks this question: "Where is the Great Alexander?" On the answer your life depends. Say he is dead and, in her rage and anguish, she will call up a storm and you will be engulfed and drowned. The answer is: Great Alexander lives. And still rules."

"The following is my favorite [story] which is found all the way from Turkey to Kazakhstan: Iskander [Alexander] was actually a devil and he had horns. But his hair was long and wavy and the horns were never seen. Only his barbers knew. But he feared they could not keep the secret. So, he killed them when they discovered. His last barber pretended not to notice and kept the secret. Eventually though he could bear it no longer and, as he could tell no one, he ran to a well and called down the well. "Iskander has horns!" But in the bottom of the well were whispering reeds [used in flutes] and they echoed the story until it went round the whole world."

"I wandered the streets round the old bazaar and found myself in a delightful college courtyard with a pool and rose garden. There, a pleasant young Shiite scholar in a long black robe engaged

me in conversation:

'Alexander's in the Holy Koran you know . . . he is the Dhul Qarnain, which means the Two Horned one. It's a strange passage and, of course, Muslim scholars have argued over it for centuries, but many say it's him. Iranians never accepted Greek rule, but Greek thought was always important to Islam -- especially for us Shiites. We still teach the Greek philosophers and doctors in our university courses. For us, Plato is still divine.' He smiled as we parted: 'Iskander. Ah, yes, when we were children my mother used to frighten us. "If you do not do your homework, go to bed early, Iskander will get you."

Michael Wood's In The Footsteps Of Alexander
Reprinted with permission from "In the Footsteps of Alexander the Great: A Journey from Greece to Asia", Michael Wood, University of California Press, c 1997

Son Of God

Alexander and his small entourage walked up the path from the gate to the temple [at Siwa]. Through the temple door they approached the threshold of the inner chamber, which still stands to roof height. Here the image of Ammon in the shape of an omphalos decorated with emerald stones was kept by the priests in a wooden ritual boat (rather like the palanquins you see today used to carry portable images around Hindu temples), and on public festivals this was then paraded around the courtyard to the singing and dancing of priests and dancing girls, all 'in a quite peculiar fashion,' the bearers going wherever the god directed their path. A great crowd of women followed them, singing hymns of praise. The palanquin swayed up and down, or back and forward, to give simple yes or no replies to questions until the high priest announced that the heart of God was satisfied. But it was not enough for Alexander. He came as prospective Pharaoh. He had not come all this way for a bit of tourist show. As befitted a Pharaoh, he requested a written reply and a personal audience with the god of the inner sanctum where only kings were allowed. Alone.

The inner room, only 3 meters by 6, was covered with a false roof which concealed a chamber where one of the priests listened to questions posed to the oracle. It is one of only two or three rooms in existence where we know for certain Alexander stood. Although it was usual to change clothes or strip off to a loin cloth before the deity, Alexander perhaps went in alone in his customary clothes, still travel-stained from the journey. The door was closed, and his

companions waited.

Alexander stood at the entrance of the room, surveyed the image of the god in its golden boat, and there asked his questions overheard by the priest in the false roof. Then he was conducted to an anteroom next to the sanctum where he waited. The oldest of the priests now came in and greeted Alexander as the Son of Ammon and King, as he would greet any living Pharaoh. This greeting, translated into Greek, was what was relayed to Greek historians such as Plutarch. The old man came bearing a written reply - not in Greek but Egyptian, the holy language of the sacred script, hieroglyphic (though it is very doubtful that the priesthood could write accurate texts by then; the wall inscriptions at Siwa are in abysmal Egyptian). The answer was then read out. The key point was his kinship with Ammon-Zeus, and, although his motives may have been clearly political, it is quite possible that Alexander believed that he was in some sense 'Son of God.'

We will never know the full truth of what happened at Siwa that day. The precise words given by the oracle were never recorded. Our sources all have slightly different accounts of what the king heard. We cannot see through the Macedonian propaganda. It was one of those closed events where, as we would say today, the press was completely controlled. Arrian simply says Alexander heard what his heart desired. Later historians, though, believed there were other questions: first, had his father's murder been punished? The priest answered that he could not speak as Alexander's father was not mortal. Alexander then rephrased the question: Had all the murderers of Philip been punished? The answer was that the death had been sufficiently avenged. On a second question there is some agreement: Would it be given to Alexander to be the ruler of the whole world? Zeus-Ammon said yes.

Episode Description: Lord Of Asia

In this episode, Wood follows the story of Alexander as he pushed toward the ancient Persian capital of Persepolis in his pursuit of Darius. Iranian guides bring the historian through the rugged Zagros Mountains. Here Alexander and his army followed a secret route to climb 6,000 - 7,000 feet during one cold night to surprise the massed Persian army, and press on to Persepolis. At this splendid city, Alexander discovered the enormous Persian treasury, which gave him the funds he needed to continue. To honor his victories, Alexander held games and festivals, with one spectacularly disastrous result. Following a great banquet and drinking fest, Alexander led his guests in burning the great palace there.

Wood shadows Alexander as he continued his search for Darius -- through the great imperial city of Isfahan, through Mashad, and on to the waterhole on the old Tehran-Mashad road where Darius was killed by his own men when the Persian leader refused to flee with them to Bactria. Finally, Wood's journey leads to the shores of the Caspian Sea, where Alexander, as Lord of Asia, prepares his men to push on into Afghanistan.

Discussion Questions:

The route Alexander traveled into Iraq has been called the "fault line of history."

1. What are some reasons for this?
2. What did his men's reaction when he used Darius' table as a footstool tell you about Alexander's relationship with his troops?
3. Although Alexander depended greatly on local guides to navigate through this area, on what other resources could he rely?
4. What are the Persian Gates? How did Alexander snatch victory from the jaws of defeat there?
5. Under what circumstances did Alexander decide to burn the palace at Persepolis?
6. Why could Darius' death be considered ironic?
7. Why do the Zoroastrians hold Alexander in such low esteem?

Core Unit: Lord Of Asia

In this unit, students will:

1. Use the Internet, atlases, almanacs, and encyclopedias to gather information about the Zagros Mountains and a mountain range near their homes to gain a comparative knowledge of the Zagros.
2. Use the Internet to download images of the Zagros.
3. Construct a topographic map of the Zagros.
4. Incorporate information gathered through E-mail with Kurdish representative. organizations regarding the effect of geography on their culture.
5. Use the materials they gather to construct an atlas of the Zagros that could be shared in the school library or electronically on its web page.
6. Discuss how the geography of the Zagros influenced Alexander's troop movements and his attack on the royal city of Persepolis.

This activity is correlated to the following national educational standards:
From the National Council for the Social Studies performance expectations:
Social Studies should include experiences that provide for the study of people, places, and environments, so that the learner can:
Refine mental images of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs
describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.

From the Geography Education Standards Project:
By the end of twelfth grade, the student is able to: produce and interpret maps and other graphic representations to solve geographic problems explain a place from a variety of points of view

For this activity, you will need:

- A television with monitor and VCR
- A video copy of the second episode of Michael Wood's "In the Footsteps of Alexander the Great, Lord of Asia"
- Computers with Internet access
- HTML coding software installed on computers for student use

- A flatbed scanner
- Copies of student worksheet 2A
- Optional: Copies of Michael Wood's text describing Zagros Mountain terrain

Note to teachers: If this access is not available, you can visit the web sites yourself and print out the information they contain for your students. This activity should take approximately five 45-minute class periods

Background

As geographic features, mountains are second only to oceans and seas in determining natural political boundaries, providing protection from invading forces, and isolating people from the cultural exchanges that naturally occur in other areas. As Alexander found out, they can be both a great impediment and a great strategic advantage.

The Zagros Mountains stretch from Armenia to the Persian Gulf. They serve as a partial natural boundary between modern-day Iraq and Iran. Some areas of the Zagros have peaks higher than 3048 m (10,000 feet); the highest is Zard Kuh at 14,921 feet. The Zagros are part of the ancient homeland of the Kurds, whose adage "the Kurds have no friends but the mountains" serves as a reminder of the way geography can shape culture. Unfortunately, even the mountains have not been able to protect these people from modern day atrocities, including an Iraqi retaliatory strike -- using mustard and other nerve gases - because Kurds in the area sided with Iran during the Iraq-Iran War.

Core Activity

A discussion of the general geographic features of mountains could begin this activity, if necessary. Your discussion should include defining terms such as elevation (altitude above sea level, not the surrounding land area), peaks, ridges, intermontane (between the mountains) valleys). From this, you can lead your class in brainstorming a list of advantages and disadvantages mountains create, both for native populations, and those moving through these areas.

In the second episode of Michael Wood's video series, "In the Footsteps of Alexander the Great", he explores Alexander's push into Asia through an area of the Zagros the Greeks called the Persian Gates as he pursued the Persian leader Darius. A capsule of this event is included in this episode; it begins at approximately 15 minutes into the tape and lasts approximately 12

minutes. You could use this segment to underscore your discussion, and give students a glimpse of what the Zagros Mountains look like.

Following the video, students can begin to create their own atlas of the Zagros Mountains using worksheet 2A. Using the Internet, they can visit the following sites to accumulate some of the information they need to complete the worksheet:

- http://l-cias.com/e.o/zagros.htm
- http://www.tamasha.com/information/Iran_General_Information /topo.htm
- http://www.arab.net/iraq/geography/iq_map.html
- http://www.iranzamin.org/IranInfo/General/Geography/

Additional information can be obtained from atlases, almanacs, and encyclopedias, or from the excerpts from Michael Wood's text. These sources can also be used in place of the Internet if your class does not have web access. To complete this worksheet, your class should select a mountainous area (preferably one near where you live) and accumulate comparative data on it.

Once the chart has been completed, students with Internet access can download several images and maps of the Zagros by visiting the following sites:

- http://daac.gsfc.nasa.gov/DAAC_DOCS/geomorphology/ GEO_2/GEO_PLATE_T-42.HTML
- http://www.tamasha.com/information/Iran_General_Information/ topo.htm
- http://www.lib.utexas.edu/Libs/PCL/Map_collection/middle_east.html
- http://Persia.ORG/imagemap/imagemap.html
- http://www.umma.lsa.umich.edu/Oldworld/Deh_Luran/II/ Landscapes.html

Students should then use the information they have gathered to construct a topographical map of the Zagros. Before beginning, you might want to review the ways in which cartographers represent three dimensions on two dimensional maps. Some sites for you or your students to review to find out more information about map making and typographic maps include:

- http://www.utexas.edu/depts/grg/gcraft/notes/cartocom/ cartocom.html
- http://info.er.usgs.gov/education/teacher/what-do-maps-show/

index.html#topo

Maps of the area pertinent to Alexander's conquest and Wood's efforts to follow Alexander's path are included on this site; you can download them for your student's reference.

To accumulate more evidence to inform their discussion, students could contact via E-mail representatives of the Kurdish peoples to take a first-hand look at what the geography of the Zagros has meant to them. Some addresses for contact include:

- Iraq's Kurdish Democratic Party (atrushi@iname.com)
- Washington Kurdish Institute (wki@kurd.org)

Please note that the Kurdish struggle for national identity is ongoing, and many of these sources may have opinions on other political issues that they may choose to share with your students.

Students should assemble all materials they have gathered in their own atlases and make them available to other students through the school library or web site. If you or your students do not have experience in web site construction, you might want to pursue publishing a printed version of each atlas instead, or engage technology specialists (parents, other teachers, knowledgeable students) to help your students.

You can complete the activity with a class discussion to synthesize the information they have discovered, and flesh out the initiating discussion on the advantages and disadvantages mountains hold by applying what they have learned to elucidate Alexander's campaigns in the area further. How did this geography affect Alexander's campaign to conquer Persia?

Going Beyond the Core Activity

In the third episode of Michael Wood's "In the Footsteps of Alexander the Great", Across the Hindu Kush, Wood traces Alexander's route as he and his army cross this great mountain range. You might want to show your class this segment (beginning at approximately 13 minutes from the start of the episode and lasting approximately 11 minutes) so that they can compare the physical terrain of the Hindu Kush with that of the Zagros.

For centuries, the territory through which Alexander pushed in pursuit of Darius has been the site of many historic struggles. In fact, one of the major battles of this campaign was mirrored in modern times by Saddam Hussein's attacks against Iran in the 1980s. In the second episode of "In the Footsteps of Alexander the Great", Michael Wood sees first hand how some things never

change on what military historians have called the fault line of history. The segment that illustrates this lasts approximately three minutes, starting at 3 minutes, 45 seconds from the beginning of the episode. Students could view this segment as an introduction to an activity in which they can trace other the historical events that have surrounded notable locations in Alexander's quest, including the Dardanelles (Hellespont), the Persian Royal Road, the Silk Route, and the Khyber Pass in the Hindu Kush.

During his conquest, Alexander founded nearly 30 cities named Alexandria in his honor. Using a world map, locate as many of these cities as possible. Remember that the name Alexander in the language of the people whom he conquered became Iskander (Farsi) and Sikander (Hindi).

Geography clearly affects weather patterns. Was the weather Alexander and his army encountered any different from that of their homeland Macedonia? What geographic similarities might be responsible for this?

When Alexander reached the Caspian Sea, he thought that he had reached the Great Ocean that geographers at the time believed surrounded the entire earth. Find maps displaying this world view, and compare them with maps representing the world view of geography at various points in history.

Lord Of Asia: Student Worksheet 2a

Name _____Date_____

Use the table below to record information about the Zagros Mountains and the mountain range that you chose for comparison.

ZAGROS MOUNTAINS	MOUNTAINS
Location	
Continent	
Countries	
Latitude	
Longitude	
Elevation	
Highest Point	
Estimated length	
Cities/towns	
Rivers	
Lakes	
Flora (vegetation)	
Fauna (animals)	
Climate	
Summer	
Winter	
Natural resources	
Native populations	

Michael Wood's In The Footsteps Of Alexander the Great,
Reprinted with permission from In the Footsteps of Alexander The Great: A Journey from Greece to Asia , Michael Wood, University of California Press, c 1997

"In Egypt and Babylon, Alexander had been greeted as a liberator with little or no opposition. From Iran on, though, he was on hostile territory. From here to India there would be resistance, often ferocious. He entered Iran in the winter of 331 B.C., heading for the Zagros Mountains and the heartland of Darius' empire."

"Susa lies east of the Tigris in the hot plain of what is now Iranian Khuzestan, the Arabic-speaking corner of Persia. It lies in the lee of the Zagros Mountains, the great chain which extends from Armenia to the Persian Gulf. This is the dividing line between Iran and Iraq, between the alluvial plain of Mesopotamia and the high plateau which extends from Iran all the way to the heart of Asia. It has been a war zone since the dawn of history, battled over by kings of Ur and Elam, and by the Sasanian and Roman emperors, whose empire at its most extended, reached the boiling south of Mesopotamia and the Gulf. In the 1980s it was a battleground again when Saddam Hussein attacked Iran and launched one of the most terrible of modern wars. In this border zone of Iran, trenches and ruined tanks are still seen by the wayside, and even in the streets."

"When you travel today from Ahwaz towards the rugged mountainscape of Fars, the great mass of the Zagros Mountains gradually rises up on the left-hand side, and the old road soon runs right under their foothills as you near Nurabad. For Alexander, it was now mid-January, and the 5,000 meter Zagros were covered with snow, and the high routes impassable. Alexander stopped at what Diodorus Sicilius calls the "Susian Rocks" - perhaps the gigantic table mountain now called the White Castle, a legendary citadel in the tenth century epic Shahnama, and besieged, among others, by Tamerlane. Here where the Fahliun river flows out into a green plain, Alexander split up the army [taking] an elite force of nearly 20,000 through a short cut, a narrow defile through which the plain of Persepolis was entered. He wanted to get to Persepolis before Darius' men escaped with the treasury and was prepared to risk a little used route, an ancient military and trade route through the Zagros, a pass the Greeks called the Persian Gates.

"The road he took leads up the valley of the Fahliun river: a bumpy, uneven track which twice fords the river and zigzags over steep hills. Impossible, without local knowledge, to have traveled this way, I would guess. The road is so bad that it is scarcely believable this was once a

famous route - let alone that an army could get through - but this was the ancient "key to Anshan," a route thousands of years old, and it is still used by today's travelers on foot. "Around us on the horizon were the higher peaks of the Zagros. It is an isolated austere world out here, especially in winter."

Episode Description: Across The Hindu Kush

The third episode in this series begins in Kabul, Afghanistan, where Alexander faced the great barrier that separated Kabul from Central Asia: the 20,000 foot-high Hindu Kush Mountains. Wood follows Alexander's trek as he pushed his troops over the 12,000 foot Khawak Pass, where narrow paths forced them to travel single file, stretching his forces for miles. Beyond the Pass, there are more obstacles: the Oxus River, and Alexander's increasingly unstable personality. At Samarkand, he murdered a veteran cavalry officer, Cleitus, who had once saved his life. Triumphant at the dramatic battle of the Sogdian Rock, Alexander captured a beautiful teenager and married her, to the surprise of his commanders. Tne story continues to darken. At Balkh, he ordered the death of the expedition's official historian, Callisthenes. As these kinds of incidents mount, and his troops, now five years in battle, tire, Alexander is precariously perched, poised to invade India and march on to what he considered the ends of the earth.

Discussion Questions:

1. What advantage did Bessus hope to gain by fleeing across the Hindu Kush?
2. What difficulties did Alexander and his men face as they traveled through the Hindu Kush?
3. What modern-day Afghani events underscore Wood's trek through the area?
4. What does his ability to bring an army over the pass, through shifting sand and over the Oxus River say about Alexander's command?
5. One of the most controversial events of this part of the campaign was the massacre of the Branchidae. Why were they singled out for such a terrible fate?
6. What does the death of Cleitus tell you about Alexander's character?
7. This part of Alexander's campaign extracted a great toll on not only the army, but its leader as well. C

Core Unit: Across The Hindu Kush

In this unit, students will:

1. Use Internet and/or print resources to gather information about altitude illness
2. Design a project that demonstrates how high altitudes can affect bodily systems
3. Design a test for people to take that will give them the statistical probability that they will suffer from altitude sickness at various altitudes
4. Apply the knowledge they have accumulated to theorize the effects of this condition on Alexander's troops as they crossed the Hindu Kush

This activity is correlated to the following national educational standards:
From the National Council of Teachers of Mathematics Curriculum and Evaluation Standards for School Mathematics:
In grades 9 -12, the mathematics curriculum should include the refinement and extension of methods of mathematical problem solving so that all students can:

- apply integrated mathematical problem-solving strategies to solve problems from within and outside mathematics
- apply the process of mathematical modeling to real-world problem situations

From the National Research Council's National Science Education Standards:
As a result of activities in grades 9 - 12, all students should develop the abilities necessary to do scientific inquiry, including:

- identifying questions and concepts that guide scientific investigations
- designing and conducting scientific experiments
- using technology and mathematics to improve investigations and communications

For this activity, you will need:

- A television with monitor and VCR
- A video copy of the third episode of Michael Wood's "In the Footsteps of Alexander the Great": Across the Hindu Kush
- Computers with Internet access
- Calculators
- Copies of student worksheets

Note to teachers: If this access is not available, you can visit the web sites yourself and print out the information they contain for your students. This activity should take approximately six 45-

minute class periods

Background

The Hindu Kush is one of the major mountain ranges in central Asia. The Muslim conquerors who fought in the area during the Middle Ages called them the "killer of Hindus," an epithet which was well chosen. Its highest peak is the Tirich Mir, at 25,230 feet above sea level. Compare this with Everest, which at a little over 29,000 feet, is the highest mountain in the world. Many other peaks near Tirich Mir are more than 20,000 feet above sea level. As Michael Wood realized as he followed Alexander's route through this territory, the Hindu Kush's altitude can soon exact a grave toll -- Altitude Illness or Mountain Sickness, actually a group of illnesses caused by reduced oxygen pressure at high altitudes.

No one knows the exact processes that result in this constellation of conditions. Some scientists believe that the lack of oxygen may interfere with the sodium pumps in the cell walls, causing sodium content in the cells to rise, drawing excess water into the cells. These syndromes can be extraordinarily dangerous, in some cases leading to death if not attended to immediately.

Core Activity

Survey your class to find out if any of them have ever traveled to high altitudes, and, if so, did they have altitude sickness (if you live in a fairly elevated area, you might survey to find out how many think that people visiting your area might get mountain sickness). Direct your students to complete class statistics to represent what they found. Record the findings for use in a later activity.

Explain that students will be gathering information about altitude sickness to assess it affect on Alexander and his troops as they crossed the Hindu Kush Mountains, which are located in today's Afghanistan, Pakistan, and Tajikistan, once part of the Soviet Union. At the time, they separated the provinces of Bactria and Sogdia from the rest of the Persian Empire.

To see first hand what these altitudes can do to mountain travelers, your class might want to watch a segment of the third episode of Michael Wood's "In the Footsteps of Alexander the Great", Across the Hindu Kush. This segment begins at approximately 13 minutes after the program begins and lasts approximately 11 minutes. The segment follows Wood and his compatriots as they travel through these mountains. Summarize some of the problems the travelers in the video face through a class discussion.

Direct students to gather information about altitude sickness by consulting these sites on the Internet (or using printed resources you have downloaded for their use): You can bookmark these sites on individual computers or list them for reference on a blackboard. They can record the information they find on worksheet 3A. Explain that students may have to consult more than one source to find all the information they need.

- http://www.glenwoodpost.com/glenwood/stories/112697/altitude.html
  http://www.achilles.net/~petert/altitude.html
- http://www.travelhealth.com/alt.htm
- http://www.nols.edu/School/Pubs/FirstAid/EX14Altitude
- http://outside.starwave.com/magazine/0996/9609feal.html
- http://www.intmed.mcw.edu/ITC/AltitudeSick.html
- http://www.princeton.edu/~oa/altitude.html

Explain to your class that the scientific community has not yet defined the actual processes through which people become sick when they travel to higher altitudes. However, some theorize that high altitude and lower air pressure cause fluid to leak from the capillaries that can cause fluid to build up in both the lungs and the brain. As we mentioned earlier, some scientists believe the fluid builds up because the lack of oxygen may interfere with the sodium pumps in the cell walls, causing sodium content in the cells to rise, drawing excess water into the cells. What is known is that the lack of oxygen is the basic cause of these conditions. Normally, oxygen diffuses from the alveoli to the blood because the gas pressure is greater in the alveoli, and oxygen, seeking an area of lower pressure, moves into the blood. But when you reach high altitudes, the lower barometric air pressure reduces the pressure on the alveoli, cutting the amount of oxygen that diffuses into the blood. For example, at sea level, a healthy person's blood is 95% oxygenated. At 18,000 feet it is only 71% oxygenated. In compensation, people take more breathes to try to achieve their regular oxygenation level.

Direct your students to design a model or experiment that demonstrates any of these conditions, showing how and/or why higher altitudes affect the level of oxygen in the blood. Models can be drawn or three-dimensional. Students could be divided into small groups for this part of the activity.

Recent studies show that 66% of the climbers on Mt. Rainier (elevation 14,408 feet), 47% of the climbers on Everest (elevation 29,028 feet), and 30% of the climbers on Denali (elevation

20,320 feet) will develop altitude sickness. Do these statistics compare with those from your class survey? There are several factors that determine whether a person gets Altitude Sickness. Brainstorm with your students to develop a list that might include: altitude at which one normally lives, rate of ascent, altitude reached, diet, fluids, etc. If students do not have immediate suggestions, they should review Internet sites for this information. Discuss how can they use these figures to design a survey that will give individuals an accurate statistical probability that they will become sick with Mountain Illness. Again, students could be divided into teams to devise their own tests based on a series of variables. Encourage them to develop and weight a series of questions that a respondent can answer with a simple "yes" or "no." Have them test the survey within their group, refine it if necessary, and then give another group the test. Remind students that although some variables are quantifiable, there is no correlation between age and Altitude Illness. If time permits, a technology specialist could program and include the test on your school's web site. Remind students, as well as test takers, that there is may be no medical validity to the survey, that the results show a statistical probability alone, and that actual results when they travel at high altitudes may be different that those of the test. Once the test has been developed and given to other groups, student teams should follow, collate, and post results. If you or your students need to review techniques of surveying, you could consult Internet sources such as http://trochim.human.cornell.edu/kb/kbhome.htm, the Knowledge Base, an online research methods textbook.

Based on what students have discovered by looking at the science and mathematics behind air sickness, what information can they apply to understand this part of Alexander's journey more completely?

Going Beyond the Core Activity

Students could construct a table showing the correlation between barometric pressure and the level of blood oxygenation at a series of elevations.

Alexandria, Egypt, one of the many towns that Alexander founded and named after himself, became a world-renowned center of learning, and was the home of Euclid, among other great scientists and mathematicians. Use the Internet or traditional resources to research the man, his life, and his theories. A good place to start your students' search might be

- http://www.adm.pdx.edu/user/sinq/greekciv/science/mathematics/IT.html

Some have said that the Egyptians were practical mathematicians, while the Greeks focused on the abstract. What support can your students find for either position?

The instruments of warfare that Alexander used, such as the catapult, give students a great opportunity to examine the science behind them. They could, for example, construct model catapults capable of carrying a payload to test and derive a formula that predicts the distance at which objects thrust by the catapult will travel.

Across The Hindu Kush: Student Worksheet 3a

Name _____Date_____

Record the information you find about Altitude Illness (Mountain Sickness) here.

There are three different kinds of altitude sickness:

1. _____
Generally occurs at altitudes _____

Symptoms:

Treatment:

2. _____
Generally occurs at altitudes _____

Symptoms:

Treatment:

3._____
Generally occurs at altitudes _____

Symptoms:

Treatment:

Across The Hindu Kush: Student Worksheet 3a - part 2

Your body undergoes many changes as you climb higher in order to increase the oxygen delivery to your cells.

List and describe six of them here:

1.

2.

3.

4.

5.

6.

Episode Description: To The Ends Of The Earth

Wood pursues Alexander's trail as he moved into India on what was the last and most dramatic phase of his campaign to conquer the world. As he came into India, Alexander thought he only had a short distance to march before he came to the shore of the great ocean the Greeks thought encircled the world. His optimism was ill-founded.

Entering Pakistan through the Khyber Pass, he relentlessly drives his army of conquest, taking the mile-high Pir Sar, a rock fortress towering above the Indus River, through sheer determination. Entering modern India, Alexander's appointment with destiny took place on the banks of the Beas River. There, a local guide told Alexander that India was a vast continent. The ends of the earth were nowhere near. When they heard this, Alexander's army refused to go on. Reluctantly, Alexander finally acceded to fate. For Alexander's army, the return journey from Pakistan to Iran turned into a nightmare. Traveling through unforgiving deserts, many died of thirst and starvation. Their leader soon followed them. Weakened by battle wounds, alcohol, and the death of his dearest friend, Alexander died in Babylon at the age of thirty-two.

Discussion Questions:

1. As Alexander drove across the Khyber Pass into India, what did he think he would find?
2. What did the attack at Pir Sar show about Alexander and his troops?
3. How did the monsoons of India affect Alexander and his army?
4. Why was the incident at the Tower of Blood in Multan significant to Alexander?
5. For what reasons do you feel Alexander made the trek back to Persepolis through the Makran Desert?

Core Unit: To The Ends Of The Earth

In this unit, students will:

1. Discuss the differences between reporting techniques and reports from official sources; focusing on a writer's obligations and readers' expectations in both instances.
2. Use Internet and/or print resources to gather information about the death of Alexander, and comparative data about the death of a modern day leader.
3. Synthesize the information to create both a press release from an official source and a news article.

4. Design and publish a newsletter about the death of Alexander.

This activity is correlated to the following national educational standards:
From the International Reading Association/National Council of Teachers of English Standards for the English Language Arts:
Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

For this activity, you will need:

- A television with monitor and VCR
- A video copy of the fourth episode of Michael Wood's "In the Footsteps of Alexander", To the Ends of the Earth
- Computers with Internet access
- Software for publication of newsletters
- Copies of student worksheet 4A and 4B

Note to teachers: If this access is not available, you can visit the web sites yourself and print out the information they contain for your students. This activity should take approximately four 45-minute class periods

Background

Alexander's entourage included an official court historian, Callisthenes, nephew to Alexander's beloved tutor Aristotle. When he joined Alexander, he announced with great self-importance that he was joining Alexander to "make the king's name." His writings were always the most flattering to Alexander, often relating the most horrific and irrational events (such as the

massacre of the Branchidae) in terms of rational righteousness. Such faith comes at great price, though. When an assassination attempt by palace pages was uncovered, many insinuated that the plot was the work of Callisthenes. The historian grew increasingly critical of the man he helped create, and the two had a very public falling-out. Callisthenes walked out on Alexander, chiding him with words for his favorite book, the Iliad: "A better man than you by far was Patroclus, yet still Death did not spare him." Under the pretext of the plot, Alexander had him arrested, tortured, and crucified. Although Callisthenes did not chronicle the death of Alexander, students should be aware of his past career in order to help them prepare an article in his style.

The exact cause of Alexander's death has never been determined. He, of course, suffered greatly during his campaigns, enduring at least 21 wounds that, at one point, left him so incapacitated he could not speak above a whisper. In the last stretch of his campaign, his lung was punctured by what some say was a poisoned arrow. He suffered from dysentery and malaria. In addition, his friend and lover had recently died. And then there were his legendary drinking binges to consider. Whether his death resulted from any one of these factors, or all of them in combination, will probably never be known.

Core Activity

Review with students the key roles and obligations of a reporter vs. an official spokesperson. Brainstorm a list of similarities and differences, focusing on such topics as readers' expectations, accuracy, bias, inclusion of story details, etc.

Explain that they will be responsible for creating two articles on the death of Alexander: one form the perspective of the official court historian Callisthenes, and one from the perspective of a modern reporter.

To gather details for this assignment, students should consult the following Internet sources:

- http://www.greece.org/alexandria/alexander/Pages/alexandros.html
- http://hydra.perseus.tufts.edu/ (the Perseus Project, which contains a searchable data base)
- http://ultrix.ramapo.edu/~jdidrich/alex.html
- http://spidey.cs.rit.edu/~bvs4997/faq/13.3.html#I
- http://www.wallop.demon.co.uk/alexander/index.htm#Death
- http://www.1stmuse.com/alex3/alex-synopsys.html#Death
- http://1stmuse.com/alex3/death.html

- http://hydra.perseus.tufts.edu/cgi-bin/text?lookup=diod.+17.117.1&vers=english&browse=1
- http://hydra.perseus.tufts.edu/cgi-bin/text?word=Alexander&lookup=paus.+8.18.6

You can bookmark these sites on individual computers, or list them on a blackboard for the class to consult. Other resources, such as texts and encyclopedias, may be helpful. Worksheet 4A contains excerpts from Arrian's account of the death, as contained in Michael Wood's text In the Footsteps of Alexander; students can use this as one of their resources.

They should record the details of the information they find on worksheet 4B.

Based on their discussion and research, students should then complete two articles: one which would represent the official statement from Alexander's headquarters, and one which would represent a factual report. Both pieces could contain quotations from Arrian's diary.

Students might also want to consult other sources regarding press reports and official statements occasioned by the death of modern day figures such as

- Mother Theresa (http://www.flash.net/~seatonfm/theresa.htm)
- Diana, Princess of Wales (http://headlines.yahoo.com/Full_Coverage/World/Princess_Diana_1961_1997/),

or historical figures such as

- Yitzak Rabin (http://www2.nando.net/newsroom/nt/morerabin. html),
- Martin Luther King, Jr., (http://www.chs.chico.k12.ca.us/libr/webres/king.html),
- George Washington (http://xroads.virginia.edu/~CAP/GW/weems.html, etc.

Students should be then placed in smaller publication groups to write other articles and publish a newsletter focused on the death of Alexander. Other articles could focus on Alexander's entombment and the disappearance of his grave, his past career, Babylon, or other places that were important to Alexander. Students might also want to include maps or other images that can be downloaded from the Internet, or original art work. Please remind students to give accurate credit in their newsletters for materials from other sources.

Some Internet sources that include information about Alexander's tomb include:

- http://www.greece.org/alexandria/alexander/Pages/alexandros.html

- http://shakti.tricnoll.edu/~helton/syllabi/siwa.html
- http://www.us.sis.gov.eg/egyptinf/economy/html/siwa.htm
- http://www.newton.cam.ac.uk/egypt/newsdir/alex1
- http://www.newton.cam.ac.uk/egypt/newsdir/alex.html
- http://www.geophysical.com/egypt.htm

Going Beyond the Core Activity

Students might want to interview local college experts on world history to find out more about the life and death of Alexander. They might want to include an article about this experience in their newsletter. Students should prepare questions to ask their sources and practice good interviewing techniques before the event.

Funeral orations to honor great leaders are a very real part of both the literature and history of world cultures. Students might want to prepare and present an oration honoring Alexander.

The Iliad was Alexander's favorite book; he carried it with him throughout his campaign to conquer the world. Students might want to read this text through his eyes to see what wisdom it held for him.

To The Ends Of The Earth:Student Worksheet 4a

Name _____ Date_____

Alexander's Last Days
Reprinted with permission from In the Footsteps of Alexander the Great
Michael Wood, University of California Press, c 1997

Nothing, including the fact that Roxanne [his wife] was about to give birth, stopped Alexander's binges. Indeed, perhaps it drove him further to drink to forget himself. That May he held a splendid banquet for Nearchus [the commander of Alexander's fleet] and, after two days of drinking, he began to feel feverish. He developed a raging fever and, in his thirst, drank more and became delirious. The journal of his last days is given by Arrian, with dates by Plutarch. It has all the marks of a contemporary record, laconic, circumstantial, and intimate, in such marked distinction to the self-glorifying official records. According to Plutarch it comes "almost word for word from the royal diaries." It is one of the most dramatic historical records from the ancient world.

On 29 May he slept in the bathroom because he was feverish. Next day after taking a bath he moved into the bedchamber and spent the day playing dice with Medius. He took a bath late in the evening, offered sacrifice to the gods, dined and remained feverish throughout the night. On 31 May he again bathed and sacrificed as usual and while he was lying down in the bathroom he was entertained by listening to Nearchus' account of his voyage and his exploration of the great sea. On 1 June the fever grew more intense: he had a bad night and all through the next day his fever was very high. He had his bed moved and lay in it by the side of the great plunge bath; there he discussed with his commanders the vacant posts in the army and how to fill them with top calibre officers. On the 4 June his fever was still worse and he had to be carried outside to do sacrifice. He then gave orders to his senior commanders to remain on call in the palace courtyard and to his company commanders to spend the night outside. On June 5th he was moved to the palace on the other side of the Euphrates, and there slept a little, but the fever did not abate. When his commanders entered the room, he was speechless and remained so through June 6th. The Macedonians now believed he was dead and crowded the doors of the palace; they began to shout and threaten the Companions, who at length were forced to let them in. When the doors had been thrown open, they all slowly file past his bedside, one by one, wearing neither cloak nor arms.

Arrian adds a vivid detail here which rings true: Nothing could keep them from seeing him a last time and the motive in almost every heart was grief and a sort of helpless bewilderment at the thought of losing their king. Lying speechless as the men filed by, he yet struggled to raise his head, and in his eyes there was a look of recognition for each individual as he passed.)

In the course of this day [Plutarch continues], Python and Seleucus were sent to the temple of Serapis to ask whether Alexander should be moved there. The god replied that they should leave him where he was. On the twenty-eight day of the month of Daesius [10 June 323 B.C.] towards evening he died.

To The Ends Of The Earth:Worksheet 4b

Name _____ Date_____

Use this worksheet to record the information you need to write about Alexander's death. Make sure to note the source for your report.

Who?
What?
When?
Where?
Why?
How?
Other details:

323 B.C.

April: Alexander arrives at Babylon.

May: Alexander falls ill

10 June: death of Alexander

Excerpted from In The Footsteps of Alexander the Great: A Journey from Greece to Asia, by Michael Wood. Printed by permission of The University of California Press, 1997.

"IN THE FOOTSTEPS OF ALEXANDER THE GREAT"

TABLE OF DATES

359 B.C.
Philip II becomes King of Macedon

357 B.C.
Philip marries Olympias, Alexander's mother.

356 B.C.
20th July: birth of Alexander the Great

338 B.C.
2 August: Battle of Chaeronia: Defeat of Athenians

336 B.C.
Summer: assassination of Philip. Accession of Alexander, aged twenty.

335 B.C.
Destruction of Thebes by Alexander

334 B.C.
May: Alexander crosses the Hellespont and lands of Asia.

333 B.C.
Summer: through central Turkey; the Gordian Knot.

November: Battle of Issus

332 B.C.
January to July" siege of Tyre.

Autumn: siege of Gaza

Winter: Alexander enters Egypt

331 B.C.
Midwinter: visit to oracle at Siwa.

January: foundation of Alexandria

Summer: through Syria into northern Iraq.

1 October: Battle of Arbela

Autumn: Alexander captures Babylon and Susa

330 B.C.

Winter: into Persia

January: battle at the Persian Gates; fall of Persepolis.

May: burning of Persepolis

Summer: death of Darius; to the Caspian Sea

Autumn: into Afghanistan

October: Philota's execution; murder of Parmenio

329 B.C.

January: advance to Kabul.

Spring: crosses the Hindu Kush via the Khawak Pass

Early summer: to Balkh.

Summer crosses river Oxus; capture of Bessus; reaches Samarkand; advances to Jaxartes river; founds Alexandria the Farthermost

Autumn: Sogdian and Bactrian revolts.

Winter at Balkh

328 B.C.

Spring: further campaigns in Bactria and Sogdiana; capture of Sogdian Rock.

Late summer: murder of Cleitus at Samarkand.

Winter: base at Nautaca (Uzunkir near Shakhrisyabz); capture of Rock of Sisimithres. Back to Balkh to prepare the invasion of India.

327 B.C.

Early spring: Alexander marries Roxanne in Balkh; Pages plot to assasinate Alexander, killing of historian Callisthenes.

Late spring: Crossing of Hindu Kush via Bamian.

Summer/early autumn: six months at Begram in the Kabul Valley.

Winter: Hephaistion goes to the Indus via the Khyber: Alexander marches up the Kunar Valley into Swat; visits Nysa; attacks Massaga; winter campaign in Swat Valley.

326 B.C.

Early spring: siege of Aornos (Pir Sar). The armies unite at the Indus and cross by the bridge of boats; Alexander arrives at Taxila.

May: Battle of the Hydaspes; defeat of Porus.

Late June: advance to the Beas river: fighting in the Punjab through monsoon heat.

Early September: the army refuses to go on.

Autumn: return to the Hydaspes river; Coenus dies.

November: the fleet starts down the Hydaspes (Jhelum) river heading for the Southern Ocean; death of Roxanne's and Alexander's baby.

December: campaigning against the Malli, siege of Multan

325 B.C.

Spring (February): at the meeting of the rivers (Uchch).
Journey down the Indus.

Summer: reaches the Indus delta.

Late August: Alexander starts out for Iran

October: enters the Gedrosian (Makran) desert.

December: reaches Hormuz.

324 B.C.

January: Alexander marches into Persia; visits Persepolis and Pasargadae.

Summer: mass marriage at Susa. Alexander marries the daughter of Darius.

Autumn: army mutiny at Opis; Alexander goes to Hamadan: death of Hephaistion.